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ABSTRACT

This second edition provides local administrators of vocational education with some basic guidelines and strategies for managing programs and services for handicapped and disadvantaged people. The new program requirements in the Carl D. Perkins Act, such as communicating program options to handicapped and disadvantaged students and their parents, conducting vocational assessments and facilitating students' transitions from school to work, are presented. More specifically, the seven sections of the guide cover the following topics: communicating program options to students and their parents; identifying students with special needs; individualized program planning; student placement in vocational education; student service provisions in vocational education; monitoring and evaluating special services; and program funding provisions. A 31-item bibliography is included. (KC)

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Vocational Education for the Disadvantaged and Handicapped

A Guide to Program Administration

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Vocational Education for the Disadvantaged and Handicapped

A Guide to Program Administration

by

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About the Author

Leonard Albright's work with local and state administrators of vocational education spans a fifteen year period, starting in Ohio in the early 1970s with a joint appointment to Kent State University and the Ohio State Department of Education. Since completing his Ph.D. in general vocational-technical education and special needs at the University of Illinois, Dr. Albright has served as a faculty member at Rutgers University, University of Vermont and California State University-Long Beach.

As associate professor of vocational education at California State University, Long Beach (CSULB), Dr. Albright teaches courses on the foundations of vocational education, program evaluation and vocational education for special needs learners. In addition, he is director of the Bureau of Employment-Related Education and Training for Special Populations, a unit in the Center for Career Studies at CSULB devoted to research and development activity in vocational programming for special groups.

This is the second special AVA publication prepared by Dr. Albright. The first, Administering Programs for Handicapped Students, was, jointly published in 1979 by the AVA and the National Center for Research in Vocational Education. It served as an administrative guide for providing specialized services to handicapped students enrolled in secondary vocational education programs. The present edition has been expanded to include services to both handicapped and disadvantaged participants of secondary and post-secondary vocational programs. Particular attention is also devoted to the administrator's role in implementing key provisions in the Carl D. Perkins Vocational Education Act of 1984.

The author extends appreciation to several individuals who contributed to this publication. For their constructive comments on the original version of this manuscript, a very special thank you is due four colleagues: R. Brian Cobb, University of Vermont; Charlotte Conaway, U.S. Education Department; L. Allen Phelps, University of Illinois; and Michele Sarkees, University of Georgia. Jane Twiss, secretary in the vocational education program at California State University, Long Beach, provided important clerical and technical assistance along the way.

Finally, in appreciation of the important leadership Rupert N. Evans has so generously given to the vocational education community over the years, the author's share of proceeds from this publication will go the the Rupert N. Evans Recognition Program at the University of Illinois. This program recognizes the achievements of doctoral students in vocational-technical education in Rupert's honor.

Foreword

Planning, directing and supervising educational programs is an enormously complex and challenging task—especially in vocational education. Vocational administrators have an increasingly expanding set of responsibilities and challenges, as they become involved in the "excellence" movement and interact daily with students, teachers, employers, and educators. As the nation seeks to improve both secondary schools and post-secondary institutions through the "excellence" movement, vocational programs are being re-shaped and re-vitalized. Also, full and effective implementation of the Carl D. Perkins Vocational Education Act presents several program and staff development challenges for the latter half of the decade. As for the past two decades, high quality vocational programs will serve special needs students in many ways.

For several reasons, vocational programs will continue to be a critical component of "effective" schools as they serve disadvantaged and handicapped learners. Generally, the public (and even most educators) are unaware of the fact that nearly 95% of the 1982 high school seniors had taken at least one vocational education course during their high school career (as reported in the High School and Beyond study). Further, the recent Phi Delta Kappan public opinion polls indicate that 83% of the respondents (lay citizens) felt that vocational education courses should be required for those students not planning to pursue further education. Somewhat surprisingly, 37% felt that these courses should be required even for those planning to go on to college.

Despite a declining youth population and rising academic graduation requirements in many states, high quality vocational programs remain an integral component of secondary and post-secondary education in this nation. Through programs such as cooperative vocational education, we offer exciting economic and educational opportunities for a wide variety of students including those who have dropped out, for those new immigrants who speak little if any English, for those who are handicapped, as well as for those individuals planning to or pursuing post-secondary education. When properly developed and guided by informed administrators, vocational education programs are a vital element of the diverse American educational enterprise which must seek to provide a comprehensive and integrated program of academic and vocational instruction at all levels.

Dr. Albright's concise and informative text is enormously helpful in responding to the challenges of the new Perkins Act and related federal legislation. He provides valuable and practical insights regarding such topics as vocational assessment, individualized planning, instruction, and transitional services that can strengthen the quality of vocational programs and support services for all students. As a field, we are indebted to Dr. Albright for this valuable contribution.

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Introduction

In early 1979, when the first edition of this pubication was released, many vocational administrators and instructors were becoming more aware of the various federal mandates for providing vocational education to handicapped persons and trying to decide how vocational education could best respond. The most frequently heard questions at the time concerned the least restrictive environment and the individualized education program (IEP) provisions in PL94-142 and the program accessibility demands of Section 504. Although we continue to grapple with these important mandates today, the response of vocational educators to the employment and training needs of handicapped persons has been encouraging. Substantial improvements have been made in a short period of time. Consider the following:

- Between 1976 and 1981, total student enrollment in secondary vocational education programs increased 10 percent. In 1976, the number of handicapped students participating in vocational education was 203,647. In 1981, the number of handicapped students in vocational education reached 437,397—an increase of 115 percent within a five year period. (National Advisory Council on Vocational Education, 1983)

- In 1974, a national study found that only 30 percent of the handicapped students in vocational education were participating in integrated programs with non-handicapped peers (Olympus, 1974). For 1981-82, national program enrollment data indicated that about 78 percent of handicapped vocational education students were in integrated or mainstream settings (Secretary of Education, 1984). Today, the goal of integrating handicapped students into educational settings has become a reality in the vocational education delivery system of America.

- Recent follow-up studies of former special education students in two states (Hasazi, Gordon, & Roe, 1985; Mithaug, Horiuchi & Fanning, 1985) reported that participants of vocational education are faring better in competitive employment than those who did not participate in vocational education.

Of equal importance to vocational educators has been the improvement of programs and services for the disadvantaged. Responding to the employment training needs of academically and economically disadvantaged students has been a national priority since the early 1960s. In the 1970s, an immediate need to respond to the rapidly expanding segment of people with limited English proficiency (LEP) became apparent. Providing quality programs to youth and adults with academic, economic and English speaking deficiencies or both will undoubtedly continue to be an important challenge for the vocational

education delivery system. Yet, there are positive signs which suggest that vocational educators have begun to tackle the diverse needs of the disadvantaged population:

- Seventy-six (76) percent of the disadvantaged population in vocational education during the 1980-81 school year were enrolled in regular or mainstream vocational programs (Secretary of Education, 1984).

- The enrollment of disadvantaged students in vocational education continues to increase. For example, during 1981-82, approximately 1.3 million disadvantaged persons received vocational education services, which represents a 13.6 percent increase over the previous year (Secretary of Education, 1984).

- Enrollments of LEP students in vocational education climbed to 171,154 in 1981-82, representing a 97 percent increase since the 1977-78 school year (Phelps, 1985).

While these signs are positive, we also know that much remains to be done to ensure equal access and program quality for handicapped and disadvantaged individuals. The recently enacted Carl D. Perkins Vocational Act of 1984 contains several new provisions for addressing the needs of these special populations in a comprehensive and systematic manner. These provisions will provide an action agenda for the remainder of this decade.

This publication provides the local administrator of vocational education some basic guidelines and strategies for managing programs and services for handicapped and disadvantaged people. The new program requirements in the Carl D. Perkins Act, such as communicating program options to handicapped and disadvantaged students and their parents, conducting vocational assessments and facilitating the student's transition from school to work are presented. Also included are the policies and practices appearing in the first edition that remain important to contemporary programming such as individualized program planning, monitoring, and evaluating services.

The administrator oversees the identification and assessment of special needs students, the detailed planning for each student carried out through individualized programming, and the placement of every special needs student in the most appropriate vocational program. In addition, the administrator should be assured that special programs and services are monitored and evaluated at regular intervals, and that the results of these activities are being used to improve programs.

Perhaps the administrator's most important task is to mobilize the entire vocational staff of the district or institution to participate in providing quality services to disadvantaged and handicapped students. The active involvement of the teacher is particularly important to the success of new programs and procedures.

The community is another resource the administrator can tap. Coordinating vocational education with other employment training programs such as JPTA, and adult service agencies that provide rehabilitation services is an excellent way to expand education and employment opportunities for special needs people. Increased parent involvement in vocational education and participation by special needs students in vocational student organizations can also produce many positive results.

This publication is not intended to be a comprehensive treatise on the administration of vocational programs and services for individuals with special needs. Instead, it is a primer for administrative action that covers the basic functions performed by vocational administrators in providing comprehensive and effective services to members of disadvantaged and handicapped populations.

Section I

Communicating Program Options to Students and Their Parents

Whereas federal vocational education in 1976 encouraged greater communication and coordination among vocational, special, and compensatory education, the Carl D. Perkins Vocational Education Act of 1984 stipulates such activity is required of local education agencies that receive federal vocational education funds. One such stipulation, called the "youth-find" provision, is that each local education agency shall provide information to handicapped and disadvantaged students and their parents about opportunities in vocational education by no later than the ninth grade. Since this is a new requirement, the exact language from the Act is quoted here:

> Each local educational agency shall provide information to handicapped and disadvantaged students and parents of such students concerning the opportunities available in vocational education at least one year before the students enter the grade level in which vocational education programs are first generally available in the State, but in no event later than the beginning of the ninth grade, together with the requirements for eligibility for enrollment in such vocational education programs. (Public Law 98-524, Section 204b, October 19, 1984).

This requirement is directed to local education agencies, which are defined as public elementary and secondary schools (Federal Register, August 16, 1985). Other agencies, such as private schools and post-secondary institutions are exempt from this federal provision. However, in this publication, such activity is a recommended practice for all secondary and post-secondary vocational education institutions.

Some administrators and guidance personnel may view this information-sharing requirement as an activity that should be directed to all potential students and their parents and not limited solely to handicapped and disadvantaged people. While such a broader based approach is desirable and may be in operation in your district or institution, specific steps need be taken to ensure that this important program information is reaching the people targeted in the Perkins Act. Therefore, the administrator should consider a dual information dissemination strategy. One part of the strategy should communicate program information to a more general audience via program brochures, open houses, and news releases. The second part of the strategy should focus on handicapped and disadvantaged students and their parents.

A procedure for establishing a program and disseminating information to handicapped and disadvantaged students and their parents is outlined in the rest of this section. It is directed to administrators at secondary and post-secondary levels.

Organizing an Information Dissemination Program

The secondary-level vocational administrator should consult with the coordinators of vocational special needs education, compensatory education, special education, and guidance services for assistance in identifying the special needs student and parent audiences and in developing the communications program. If you administer a regional vocational program, consider forming an ad hoc committee of special education, compensatory education and guidance administrators from participating school districts. Administrators of post-secondary vocational education who use the ad hoc committee approach need to expand the composition of this committee to include representatives from secondary special educational and guidance services as well as those agencies which provide specialized services to handicapped and disadvantaged adult populations. These include vocational rehabilitation, employment service, mental health, and citizen advocacy organizations such as local or regional learning disabilities associations, or both. The purpose of the secondary/post-secondary ad hoc committee would be to provide you with direction on the following items:

1. What types of information need to be communicated to present the full range of vocational programs and special services available in vocational education?

2. At which level or levels should this information be disseminated? For example, junior high special education students and their parents are appropriate audiences for information about secondary vocational education options. However, for disseminating information about vocational education options at the post-secondary vocational-technical institute or community college, high school students would be an appropriate audience.

3. What method or methods would be most effective for communicating this information? Written brochures sent to the homes of parents and students? A structured orientation program conducted at the vocational center for students and parents? Information presented at IEP meetings? A strategy which includes multiple methods is likely to have the greatest impact. At a minimum, however, the ad hoc committee should be assured that the strategy or strategies chosen will cover all possible schools in the vocational education administrative jurisdiction, including middle and junior high schools, alternative schools, juvenile detention facilities, and community-based agencies serving school-aged handicapped and disadvantaged students.

4. Who should be the communicators to the students and parents? Vocational educators? Guidance personnel? Special educational services personnel? Again, a strategy which involves all of these personnel in the communication effort is likely to produce better results than a singular approach. Assign one individual to coordinate communication efforts. This will ensure a smooth and systematic process. Since the special educator fre-

quently communicates with handicapped students and their parents about program matters, this individual's importance in conveying vocational program information should be considered in any disssemination effort.

5. How frequently should this information be disseminated? Information about vocational education programs, given in small amounts and expressed in a variety of ways over a length of time is a good strategy. For example, instead of presenting vocational education programs via a single tour of the facility, plan several visits to see each of the major program sections over a year's time.

Since communicating program information to handicapped and disadvantaged students and parents is, according to the Perkins Act, a vocational education responsibility, special needs funds can be used for this purpose. The vocational education administrator should be responsible for seeing that this information is reaching the necessary audiences in an effective manner. However, since the heads of vocational special needs and guidance services in vocational education have expertise in this area, these individuals could spearhead the operational aspects of information dissemination.

Once it's up and running, the information and dissemination program will need to be monitored to make sure that accurate and up-to-date information is being communicated to all students and parents. For best results, involve a representative group of vocational educators, special educators, guidance counselors, students and parents in the monitoring effort since they are the ones most affected by the information being disseminated.

Section II

Identifying Students with Special Needs

The need for identifying students who may require special services in order to participate in vocational education begins with the youth-find program information sharing activity described in Section I. This need becomes more apparent as these students enter vocational education programs and the specific special service requirements are determined. Since differences exist between handicapped and disadvantaged populations in terms of definitions, identification criteria, and, often, by the providers of special educational services, each group is discussed separately here.

Identifying Students with Handicaps

By working with special education and guidance personnel in establishing the information dissemination program, the vocational administrator will become familiar with the kinds and numbers of handicapped individuals served in the district or region. Since most local education agencies and State departments of education use the federal definition of the term "handicapped" as a guide, the definition provided in the final regulations of the Carl D. Perkins Vocational Education Act of 1984 is stated here:

> "Handicapped," when applied to individuals, means individuals who are mentally retarded, hard of hearing, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance. (Federal Register, August 16, 1985, p. 33234).

The Handicapped in Vocational Education

The first section of the federal defintion refers to eleven (11) categories of handicapping conditions, beginning with mentally retarded and ending with specific learning disabilities. Table 1 explains each category.

TABLE 1: FEDERAL DEFINITIONS OF HANDICAPPING CONDITIONS

Mentally retarded	Significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.
Hard of hearing	A hearing impairment, whether permanent or fluctuating, that adversely affects a child's educational performance but is not included under the defenition of "deaf" in this section.
Deaf	A hearing impairment that is so severe the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.
Speech impaired	A communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance.
Visually handicapped	A visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children.
Seriously emotionally disturbed	A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance: 1. An inability to learn that cannot be explained by intellectual, sensory, or health factors 2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers 3. Inappropriate types of behavior or feelings under normal circumstances 4. A general pervasive mood of unhappiness or depression 5. A tendency to develop physical symptoms or fears associated with personal or school problems.
Orthopedically impaired	A severe orthopedic impairment that adversely affects a child's educational performance. Includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis) and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).
Other health impaired	Limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia or diabetes, which adversely affects a child's educational performance.
Deaf-Blind	Concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind children.
Multi-Handicapped	Concomitant impairments (such as mentally retarded-blind, orthopedically impaired-mentally retarded), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. This term does not include deaf-blind children.
Specific learning disability	A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do mathematical calculations. Includes such conditions as perceptual handicaps, brain injury, minimal brain disfunction, dyslexia and developmental aphasia. Does not include children who have learning problems that are primarily the result of visual, hearing or motor handicaps, of mental retardation, or of environmental, cultural or economic disadvantage.

Source: *Federal Register*, August 23, 1977

Two key concepts are introduced in the second part of the federal definition, which reads:

> "And who because of their handicapping condition cannot succeed in the regular vocational education program without special education assistance."

First, the presence of a particular handicap, such as visual impairment may or may not interfere with a student's successful performance in a given vocational program such as child care. If, in fact, a student with a known handicap needs special education assistance in the vocational setting, then special vocational education funds should be used to provide these services. In other words, it must be shown that the student with a handicap needs special assistance in vocational education in order to rightfully use federal vocational education funds for this student. This provision questions the frequent assumption that a student who needs special educational services in one instructional setting therefore needs such services in all instructional settings. This may or may not be the case.

Second, an important concept implied in the federal definition is placement in regular vocational education. While some handicapped students will need vocational education in a special, separate program setting, the primary emphasis is on the integration of handicapped students in vocational settings with their non-handicapped peers.

Eligibility for Special Education Services

The extensive child-find and screening procedures presently used in special education will help identify the handicaps of most students by the time they enter a vocational program. However, some students may develop a need for special education services while enrolled in a vocational education program. This could be the result of recently-acquired health problems, such as accidental injuries, severe asthma, or allergies. Or, emotional problems can develop with students who are encountering severe difficulties with parents and relatives at home. In cases like these, secondary vocational teachers should be given the procedures used in the district or institution for referrring individuals for special education services. At the post-secondary level, vocational teachers should know the procedures for referring adults for in-house support services or vocational rehabilitation and mental health services in the community or both.

Identifying Disadvantaged Students

The disadvantaged population in vocational education consists of individuals in three categories: 1) those who are experiencing academic difficulty, 2) people with adverse economic circumstances, and 3) individuals with limited English proficiency (LEP).

The number of individuals within the disadvantaged population who can benefit from vocational education is staggering. This number is due to several factors such as the widespread movement to increase the academic graduation requirements in secondary and post-secondary institutions, the high unemployment rate among minority youth and adults, and the steadily rising influx of many Hispanics and Asians who enter the United States with few English-speaking skills. Terry (1985), for example, notes that an estimated 27 million Americans are functionally illiterate, and about 2.3 million adults are joining that pool each year.

The current federal definition of the disadvantaged population in vocational education is offered here:

> The term 'disadvantaged' means individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. The term includes individuals who are members of economically disadvantaged families, migrants, individuals who have limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school. (PL98-524, Section 521 (12), October 19, 1984; Federal Register, August 16, 1985 p. 33233).

The Disadvantaged in Vocational Education

Table 2 further describes the various types of disadvantaged conditions noted in the federal definition.

As in the handicapped definition, the qualifier for need in vocational education is:

> "Those who require special services and assistance in order to enable them to succeed in vocational education programs."

Here again, the emphasis is on 1) determining if the economic, academic or language disadvantage interferes with successful participation in vocational education, and 2) the placement of disadvantaged students in regular or mainstream vocational educational programs.

TABLE 2: FEDERAL DEFINITIONS OF DISADVANTAGED POPULATIONS

Academically Disadvantaged	An individual who scores below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (where the Grade "A" equals 4.0), or fails to attain minimal academic competencies.
Economically Disadvantaged	An individual or family which the State Board identifies as low income on the basis of uniform methods that are described in the state plan. One or more of the following standards may be used as an indicator of low income: . Annual income at or below the official poverty line established by the Director of the Office of Management and Budget; . Eligibility for free or reduced-priced school lunch; . Eligibility for Aid to Families with Dependent Children or other public assistance programs; . Receipt of a Pell Grant or comparable state program of need-based financial assistance; and . Eligibility for participation in programs assisted under Title II of the JTPA.
Limited English Proficiency	Individuals - 1. (a) who were not born in the United States and whose native language is a language other than English; (b) who come from environments where language other than English is dominant; or

Table 2 (Cont'd.)

(c) who are American Indian and Alaskan Native students and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and

2. Who by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

Source: Federal Register, August 16, 1985

Eligibility for Special Services

The criteria listed in Table 2 for determining the disadvantaged status of individuals are specific for each major category of disadvantage. However, unlike the handicapped population in special education, the systems for identifying and serving disadvantaged people in educational settings tends to be less formally organized. Hence, the systematic identification of disadvantaged persons for vocational education requires additional procedures. Therefore, it is important for the vocational administrator and the coordinator of vocational special needs education to be familiar with the various school and community-based agencies which provide specialized services to disadvantaged people. Furthermore, specific procedures for identifying disadvantaged students in vocational education need to be communicated to and understood by vocational instructors. These instructors will also need to know the procedures for referring disadvantaged people to specific services in the district or institution.

Section III

Individualized Program Planning

Since the mid-1970s, a standard element in programming for special needs youth and adults has been the individualized education plan. Perhaps the best known example is the Individualized Education Program (IEP) requirement, which is the individualized planning process for public school-age handicapped students in need of special education and related services. Similar planning mechanisms are also in place in other agencies that provide services to special needs youth and adults. For instance, service plans for vocational rehabilitation clients are called Individualized Written Rehabilitation Programs (IWRPs) and Employability Development Plans (EDPs) are recommended JTPA clients. The specific content and procedures for individualized service planning vary somewhat among these agencies, but the overall goals are shared across agencies. They are 1) to determine the most appropriate education or employment training setting for the individual or both, and 2) to identify the special services needed to help the individual succeed in this setting. Since these activities provide a plan of action for handicapped and disadvantaged people enrolled in vocational education programs, vocational educators are becoming more aware of the value of being involved in the decision-making process at the beginning.

New Vocational Education Service Provisions

In coordinating the resources of special and vocational education for the special needs student, an increasing number of vocational districts have established procedures for developing the vocational education component of the student's individualized program plan. This coordination has been most visible at the secondary level, where special and vocational educators collaborate in preparing the vocational component of the IEP. With passage of the Perkins Vocational Education Act of 1984, vocational educators are assuming an even greater responsibility for planning and providing specialized services to special needs youth and adults. Section 204(c) of the Act illustrates this challenge:

Each (handicapped and disadvantaged) student who enrolls in vocational education programs shall receive:

(1) assessment of the interests, abilities and special needs of such student with respect to completing successfully the vocational education program;

(2) special services including adaptation of curriculum, instruction, equipment, and facilities, designed to meet the needs described in clause (1);

(3) guidance, counseling, and career development activities conducted by professionally trained counselors who are associated with the provision of such special services; and

(4) counseling services designed to facilitate the transition from school to post-school employment and career opportunities. (PL98-524, October 19, 1984)

The administrator who has organized vocational special needs services over the past several years will have already implemented some or most of the services listed in the Section 204 provisions. However, the major challenge set forth through the Perkins Act is to provide these services in a coordinated, systematic, and comprehensive manner to each handicapped and disadvantaged student.

Table 3 provides a series of questions to use in comparing existing practices in individualized programming for special needs students in your district with current federal mandates. Review these questions with appropriate representatives from guidance, special education and compensatory education in your district as the first step in identifying areas in need of program development or improvement.

TABLE 3: INDIVIDUALIZED PROGRAM PLANNING

1. Is a written vocational education service plan prepared for each handicapped and disadvantaged person enrolled in vocational education?

2. Is each plan developed and reviewed on at least an annual basis?

3. Is this plan part of, or separate from, similar program plans done by other agencies serving special needs students, such as special education-IEP, or vocational rehabilitation-IWRP?

4. Do the vocational education plans encourage cooperation, involvement, and contribution among representatives of vocational education and other service agencies such as guidance or special education? To what extent are students and parents involved in individualized program planning?

5. Do students, parents and service providers such as teachers and counselors involved in the service plan receive a copy of the document?

6. Does each vocational education service plan include:

   a. an assessment of the vocational interests, abilities and special needs of the student?

   b. a description of the vocational experiences to be provided to the student such as lab and cooperative education in a regular program?

   c. the special services (including adaptation of curriculum, instruction, equipment and facilities) that will be provided to help the student succeed in a vocational program?

   d. the guidance, counseling and career development services that will be provided to the student?

   e. an indication of the counseling services to help students with the transition from vocational education to post-school employment and education settings or both?

   f. a listing of personnel responsible for providing the services described in the plan?

   g. the person responsible for seeing that the plan is understood by all involved parties and is successfully implemented (i.e., the case manager)?

7. Are monitoring and evaluation procedures set up to verify that the individualized service planning process is effective and helpful to vocational instructors and other service providers?

Section IV

Student Placement in Vocational Education

The team responsible for individualized program planning should recommend which special students should be placed in a particular vocational program. This practice is reinforced in the Carl Perkins Act: (PL98-524, October 19, 1984)

> Vocational education programs and activities for handicapped individuals will be provided in the least restrictive environment in accordance with—The Education of the Handicapped Act and will, whenever appropriate, be included as a component of the Individualized Education Program (IEP) required—of such Act. Vocational education planning for handicapped individuals will be coordinated between appropriate representatives of vocational education and special education. (Section 204, 3a & b).

Least Restrictive Environment

Members of individualized program planning teams and local administrators should remember that students must be placed in the most appropriate (or least restrictive) educational environment. One outcome of this principle has been that more handicapped and disadvantaged individuals are being educated in a wider variety of vocational programs. Special needs students can successfully participate in regular vocational programs by using the services of specially trained vocational support personnel. For example, in their article on the services for special needs learners in post-secondary programs, Brolin and West (1985) describe the work of the vocational resource educator in Missouri in assisting handicapped students and their instructors in regular vocational education programs. Similar approaches in providing support services to mainstream or regular vocational settings are also present in vocational districts in many other states such as Georgia, Wisconsin, Vermont, and California.

Mainstream Placement Options

Because of the expansion of support services to disadvantaged and handicapped students in vocational education, many options are available within

regular vocational programs to accommodate the diverse needs of these individuals. For example:

(a) Student A: No special services are designated as such, but a weekly monitoring of student performance is done by a member of the vocational support services staff.

(b) Student B: Special arrangements are made so that the student is employed in related income-producing work in order to remain in vocational education.

(c) Student C: Specific vocational equipment and materials or both are adapted to accommodate the daily instruction provided to the student.

(d) Student D: Remedial instruction in the regular vocational classroom is provided by support staff and a peer tutor or both.

(e) Student E: Once a week, intensive remedial instruction that complements vocational classroom instruction is given in a separate resource room.

While a range of service options in mainstream settings is possible, two ingredients must be present. First, procedures must be in place that determine the individual vocational needs of special students. Second, support service personnel must be available to assist vocational instructors and special students in mainstream classes. The importance of having support service personnel in mainstream settings was described by Cobb & Mikulin (1985) as follows:

> ...appropriate placement of special needs students in mainstream classes cannot be made without the availability of support personnel for the vocational teachers in those classes. This is perhaps the single most important characteristic of an exemplary vocational education program that offers mainstream options. If vocational educators know that support is available when their special needs students are confronted with especially difficult units in the curriculum, they will be much more likely to accommodate them in their classes. (8).

Program Accessibility Measures

Four steps administrators can take toward making vocational education more accessible and appropriate for people with special needs are: 1) providing a variety of program options, 2) establishing an effective process for determin-

ing the vocational needs of individual students, 3) providing support personnel to deliver services in mainstream vocational settings, and 4) examining existing facilities to identify inaccessible areas. Included are areas that deny participation in vocational programs to people with handicaps, especially those with orthopedic or physical handicaps or both.

Program accessibility, as mandated by Section 504 of The Vocational Rehabilitation Act, means that existing facilities do not need to be accessible, as long as other methods can be used to make all programs readily available to the handicapped people who need them. Structural changes in existing facilities are necessary only when there is no other way to make a program accessible. Therefore, administrators do not need to alter facilities if these actions are used:

1. Redesign equipment;

2. relocate classes or other services to accessible buildings;

3. assign aides to handicapped persons;

4. home visits.

Here are some suggestions for making minor modifications to an existing building that were offered by E. Gollay and J. F. Doucette (1978) in "How to Deal with Barriers in School:"

- Many public drinking fountains are mounted on a wall (or are free-standing units) too high for a person in a wheelchair to use. Rather than replace the fountain or change its mounting, mount a paper cup dispenser at the fountain within reach of a student in a wheelchair.

- If faculty lavatory facilities are more easily accessible than those for students, then allow disabled students to use the faculty facilities.

- In buildings that do not have an elevator, locate all necessary facilities and classrooms on the ground floor. Classroom scheduling and student assignment procedures should allow disabled students to take all course work on accessible floors.

- Allow disabled students to use elevators normally restricted to faculty, staff, or freight (assuming that the freight elevator meets safety standards).

According to Section 504, new facilities constructed with federal funds or facilities that house federally-funded programs must be accessible to people with handicaps. You can comply by adhering to provisions in the American National Standard Specifications for Making Buildings and Facilities

Accessible to and Usable by the Physically Handicapped published by the American National Standards Institute, Inc.

For a very interesting and informative reference on the experience of adapting materials and equipment in a shop setting for physically handicapped students, see Bruwelheide's article in the August, 1984 edition of School Shop. This article would be especially helpful to the shop teacher who has had little or no training and experience in working with physically handicapped students and who may soon have such students in his or her shop.

An extensive source for products that are adaptable to handicapped students in vocational education is the catalog entitled, "Tools, Equipment & Machinery Adapted for the Vocational Education and Employment of Handicapped People" which was developed at the Vocational Studies Center, University of Wisconsin-Madison. There are two versions available. The 1981 version, prepared by Gugerty, Roshal, Tradewell and Anthony, contains detailed descriptions for over 350 adaptable items. In 1983, Gugerty and Tindall developed a supplement to the 1981 catalog, and added over 200 items to the original list. The title of this supplement is "Tools, Equipment & Machinery Supplement: Adapted for the Vocational Education and Employment of Handicapped People." Both products are available from the Vocational Studies Center at the following address:

The Vocational Studies Center
School of Education
University of Wisconsin-Madison
964 Educational Sciences Building
1025 West Johnson Street
Madison, Wisconsin 53706
Phone: (608) 263-4357

The price of the 1981 version is $33.00 per copy. The 1983 supplement is $32.00.

A comprehensive and widely-used document on program accessibility in vocational education is a handbook entitled, "Accessibility to Laboratories and Equipment for the Physically Handicapped: A Handbook for Vocational Education Personnel." Developed by Thomas Erekson and others for the Illinois State Board of Education, this publication presents a wealth of practical suggestions and resources for program administrators and teachers. This handbook is not available through commercial channels, but plans are presently underway for a wider distribution. In the meantime, the handbook can be obtained through two sources. A copy can be obtained on a free loan basis by writing to the following address:

Illinois Vocational Curriculum Center
Sangamon State University
Springfield, Illinois 62708

Please be sure to identify the title of the handbook and the author in your correspondence. The second source is the ERIC system. The ERIC reproduction number of the handbook is ED209-869.

Section V

Student Service Provisions in Vocational Education

The preceding sections of this publication described several services and activities which are needed to ensure appropriate programming for special needs youth and adults. By adding the vocational assessment, guidance and counseling, and program monitoring services presented in this section, the administrator will have a comprehensive service delivery system for handicapped and disadvantaged persons in vocational education.

Assessment Services

As suggested in Section IV, assessment procedures are necessary to determine the specific and special needs of handicapped and disadvantaged students enrolled in vocational education. The importance of these procedures was emphasized in the Perkins Act, which states that each handicapped and disadvantaged student enrolled in vocational education

> "shall receive assessment of interests, abilities and special needs of such student with respect to completing successfully the vocational education program" (PL98-524, Section 204 (c), October 19, 1984).

The idea of providing vocational assessment services to special needs students is not a new one. Since the mid 1970s, many districts have established vocational evaluation services for special students, primarily through State Education Agency endorsement and federal special and vocational education dollars or both. The primary method for delivering these services has been through a vocational evaluation center staffed with specialists who use paper/pencil tests, work samples and situational assessments to formally evaluate the individual's vocational skills, interests, and abilities.

In her April, 1985 article in Voc Ed, entitled "The Uses of Vocational Evaluation," Pam Leconte notes that formal vocational evaluation "is of greatest help when it is scheduled during the pre-vocational or exploration stage of vocational education programming, before specific skill development begins" (p.41). Even though formal evaluation services allow students to explore a variety of occupational areas and discover particular areas of interest, the information reported from formal vocational evaluations is of limited use in developing individualized service plans for students moving into specific vocational programs (Neubert, 1984).

If formal evaluation services are provided to special needs students in your district or institution and results are available, they can be used by vocational support service personnel and vocational teachers responsible for student programming. However, in view of the individualized assessment and planning requirements in Section 204 of the Perkins Act, you may need to include student assessment activities that are geared to specific vocational programs. One integrated approach is the Vocational Support Services Team (VSST) that is used in Maryland. As described by Cobb & Kingsbury (1985), this team consists of two components, vocational evaluation and vocational support:

> Vocational evaluation assists students in identifying vocational interests, aptitudes, work behaviors, and potential for training. Vocational support directly and indirectly helps students acquire the knowledge, skills and behavior they need for success in vocational education. Vocational support staff do not have their own classes, but, instead, spend most of their time helping or monitoring students in the regular vocational classroom (pp. 33-34).

Cobb and Kingsbury further explained how this integrated team approach addresses the intent of the Perkins Act:

> Programs like VSST conform especially well to the intent of the new act. They not only promote the least restrictive placements based on students individual strengths and weaknesses. They also integrate evaluation and support services planning into a single system for special students, minimizing an overlap of services and increasing cost effectiveness. The centralized program structure makes it relatively easy for administrators to audit the supplemental costs associated with regular class placements (p. 34).

Districts with and without formal vocational evaluation services use informal assessment procedures for determining the service needs of handicapped students in specific vocational programs. These procedures, which include such activities as paper/pencil testing and observing and interviewing students, are usually organized and conducted by vocational special needs support staff with assistance from vocational guidance counselors and teachers. Since the content is based on the requirements in vocational education, the informal assessments, especially those of skill performance, take place in vocational education settings. For examples on the use of informal vocational assessment procedures, see the articles prepared by Albright and Hux (February, 1984); Cobb and Larkin (March, 1985); Gugerty and Crowley (Winter, 1982), and Phelps and Wentling (Spring, 1977).

Guidance and Counseling Services

In its report, The Unfinished Agenda, The National Commission on Secondary Vocational Education (1984) emphasized the need for comprehensive career guidance programs which offer counseling "that is available to all students, covering all subjects, leading to all occupations" (p.10). Providing comprehensive guidance services to handicapped and disadvantaged participants of vocational education also emerged as an important priority in the Perkins Act. Consider these three provisions in Section 204 of the Act pertaining to guidance services delivered prior to and during student participation in vocational education:

(1) That information about opportunities in vocational education be provided to handicapped and disadvantaged students no later than the beginning of the ninth grade.

(2) That guidance, counseling, and career development activities for handicapped and disadvantaged students be conducted by professionally trained counselors.

(3) That counseling services designed to facilitate the transition from school to post-school employment and training be provided to handicapped and disadvantaged people.

According to these provisions, career guidance personnel are to have an active role in programming for special students. However, many counselors are experiencing unusually high student caseloads, and few guidance counselors have received specialized training in working with handicapped and disadvantaged persons. Federal vocational education funding for guidance services is minimal, although vocational special needs funds can now be used for such services to handicapped and disadvantaged students.

In view of these conditions, two suggestions for initiating activity at the local level are offered. First, guidance personnel should participate in in-service programs offered by special educational and vocational support services staff in the district. This will increase their understanding of the needs of special students and the activities involved in providing vocational education and specialized services to these individuals. Include opportunities for observing how specialized services are organized and provided. The in-service program should encourage informal discussions among guidance, special education, and vocational support service personnel as well. Fortunately, many vocational districts and institutions have already moved in this direction.

Second, the activities involved in providing vocational education to handicapped and disadvantaged people should be reviewed by appropriate special, vocational, and guidance personnel.

The review should help determine the roles of these personnel in coordinating programs for special needs students and could be held near the conclusion of the in-service program. A starting point for the review may be to discuss the youth-find provision described in Section I and the individualized programming items located in Table 3. Focus the discussion on how these activities are presently conducted in the district, noting particular areas where guidance can make important contributions to the team effort.

Transition Services

The topic of transitional services deserves special treatment in the vocational education community due to the unusually high unemployment rates among disadvantaged and handicapped adults and the complexities faced by special needs students as they attempt to move into the adult world. Since vocational educators understand how the employment marketplace works and are well-connected in the world of work, they bring a special expertise to this transition effort. Vocational educators can also inform high school students of the post-secondary training opportunities available in the region. The increased communication and program articulation activities occurring between secondary and post-secondary vocational educators such as the Illinois regional partnerships described by Galloway and Washburn in the January/February, 1985 issue of Voc Ed is just one example of the help they can provide. Additional examples of how various members of the vocational education community can enhance post-school employment and training opportunities for special needs students include the following:

1) Vocational Administrators:

   - Promote transitional programming as an integral part of vocational curriculum for all students. Provide opportunities for instructional staff to develop student activities which increase knowledge of agencies and institutions in the region providing advanced training, such as JTPA.

   - Include representatives from human services agencies such as vocational rehabilitation, JTPA, special education on program advisory councils.

2) Vocational Guidance Personnel:

   - Consider the use of individualized employability development plans with all students to coordinate their career planning activities as advocated by the National Commission on Secondary Vocational Education (1984).

- Conduct systematic follow-ups of those who complete or leave the program; track the post-program status of both special needs and non-special needs program participants.

3) Vocational Instructors:

- Invite speakers, or take field trips which help students explore post-school employment and training options.

- Conduct periodic program progress reviews with individual students, and discuss the student's future career plans.

4) Vocational Support Services Personnel:

- Help special education and related personnel to design transitional service plans for special needs students.

- Inform parents and citizen advocacy agencies such as local LD & ARC chapters of the transitional services available in vocational education. Encourage parent and advocacy agency representation on vocational education advisory councils.

For a complete description of transitional programming for handicapped students and the federal commitment to this area, see Madeleine Will's article entitled "Bridges From School to Working Life." This paper appeared in the March/April, 1984 issue of Programs for the Handicapped: Clearinghouse on the Handicapped (ISSN 0565-2804), published by The Department of Education, Office of Information and Resources for the Handicapped, Washington, D.C.

Section VI

Monitoring and Evaluating Special Services

The individual plan for students discussed in Section III can help administrators determine the special services needs of individuals in vocational education programs. It also serves as a management tool to ensure that appropriately planned services are being delivered.

Monitoring Special Services

In order to monitor the services provided to special students in vocational education, administrators must first conduct a systematic review of student service plans. Follow-up reviews could occur at several points during the school year, perhaps at the end of each grading period. Use the review meeting to collect information from those people responsible for delivering special services.

Administrators should appoint one person to collect this information. This will simplify the communication and coordination process. The coordinator of vocational special needs education might be the logical choice or the director of special education, or the director of vocational education may collect the data.

Use a simple "quick check" form similar to the example provided in Table 4 to avoid complicated, time-consuming procedures. In this example, the report form was completed by the auto mechanics instructor. The sample shows a check-off procedure for reporting the status of services specified in a student's plan. A request for identification of special services provided, but not listed, in the original plan and a check for additional service needs are also included.

You can determine if scheduled services are being delivered and if changes are needed through a review of the service delivery reports. Follow-up contacts with the appropriate instructors should be made when changes in the student's program are suggested or when services specified in the plan are not being provided.

TABLE 4: SAMPLE SERVICE DELIVERY REPORT

Student Jane Heins Date 10/3/85 Contact Person(s) Mary Smith Vocational Program Auto Mechanics

The following services were specified in the vocational plan for the student identified above. Please indicate the status of these services by placing a check in the appropriate categories.

TYPE OF SPECIAL SERVICES	IN PROCESS	COMPLETED	NO ACTION	COMMENTS
I. Scheduling Modifications				
1. Tutoring in reading related to vocational auto mechanics	X			Teacher aid is helping Jane with the course text and supplemental materials on an average of 7 periods per week.
II. Curriculum Modifications				
1. Special math workbook prepared for student by special and vocational personnel		X		
2. Student is completing math workbook			X	Is being typed
III. Equipment/Facilities Modifications				
1. Orientation training to alert student to presence of hydraulic lifts and other potentially hazardous areas.		X		
2. Installation of faucets with dials and foot controls		X		

Special services provided but not listed in student's plan: none at present

Do you see a need for additional services for this student? No

If so, please specify these services and indicate if a conference is needed to arrange these services.

Please return to the vocational director's office by 10/10/85 Thank you!

Evaluation of Existing Services

By using the services reporting system outlined in the previous section, administrators can determine the extent to which the services specified in student plans are being delivered and if additional services are needed. However, the system is not designed to provide information about the adequacy of existing services in an institution or district.

A procedure for evaluating the effectiveness of existing services is presented here. It consists of a sequence of steps for collecting information on the services available to special students from students, parents, and staff in the form of ratings or open-ended feedback.

Step 1: Determine what you want to know about services for special needs persons in vocational education.

Step 2: Prepare a series of broad, key evaluation questions. See Table 5 for sample questions.

Step 3: Arrange key evaluation questions in order of priority.

Step 4: Write rating items for each key question. You may change the wording of items for each of the three groups.

Step 5: Assemble items into three questionnaires. See Table 6 for sample format and questions.

Step 6: Duplicate and distribute questionnaires to students, parents, and staff.

Step 7: Summarize results by tabulating items for each key evaluation question.

Step 8: Compare results from the three groups and make judgments about the range, use, and availability of existing special services. Then, formulate conclusions and recommendations.

The questions in Table 6 focus not only on rating services, but also on staff awareness of those services. Administrators must be sure the staff is aware of existing services so that they may be used effectively. If staff members are unaware of the services, you can use this information to plan for in-service staff sessions.

TABLE 5: SAMPLE KEY EVALUATION QUESTIONS FOR SPECIAL NEEDS SERVICES

1. Are vocational instructors aware of the range of supportive services that exist for special needs students?
2. Are instructional materials, such as books and handouts, written at appropriate reading levels?
3. Is there a need to modify laboratory equipment to better serve orthopedically handicapped students?
4. Are interpreter, reader, and tutorial services readily available to students?
5. Are counseling services adequate for special needs students?
6. Are special tutors used by those who most need them?
7. Are special needs students actively involved in vocational student organizations?
8. Are parents aware of services available to their children?
9. What kinds of services do students think they need?
10. Are special needs students well prepared for employment or pursuing further vocational education?

TABLE 6: A SAMPLE FORM FOR STAFF RATING

1. Are you involved in the development of an individualized vocational service plan for each special student to whom you provide instruction or specialized services?
   YES_____ NO_____
   If no, please explain._____

2. Do you provide support or special services to students with special needs?
   YES_____ NO_____
   If yes, what are they?_____

3. Are you interested in attending an in-service training program to improve services to students with special needs?
   YES_____ NO_____
   If Yes, suggest areas that interest you._____

4. What services could your students benefit from that are not presently available?_____

5. Do you know where to refer students for special services?
   YES_____ NO_____
   If no, list ways of making this information available to staff._____

Check the services you are aware of, then rate the effectiveness of each by circling the number at the right that best describes it.

Service	Highly Effective	Effective	Ineffective	Highly Ineffective
__Vocational assessment	1	2	3	4
__Guidance and counseling	1	2	3	4
__Individualized teaching	1	2	3	4
__Special materials	1	2	3	4
__Job placement at graduation	1	2	3	4
__Child care facilities	1	2	3	4
__Resource center	1	2	3	4
__Psychological services	1	2	3	4
__Tutors	1	2	3	4
__Interpreters	1	2	3	4
__Youth organizations	1	2	3	4
__Summer programs	1	2	3	4
__Student employment	1	2	3	4
__Financial aid	1	2	3	4

Source: Adapted from Wentling and Albright, 1978.

Section VII

Program Funding Provisions

The Perkins Act, like other federal vocational education acts since 1968, has designated "set-aside" funds for programs and services to handicapped and disadvantaged people. Ten percent (10%) of Part A of the basic state grant is targeted for the handicapped population and an additional 22% is specified for disadvantaged people. The Perkins Act stipulates the use of federal funds for supplemental costs only. In previous federal legislation the set-aside funds could be used by local districts to cover the full operating costs of separate programs for handicapped and disadvantaged students, as well as the additional costs of services to these students in mainstream or integrated vocational programs.

Supplemental Cost Provision

The federal vocational education funding arrangement for special needs students has taken a new direction under the Perkins Act. As stated in the Act, (PL98-524, October 19, 1984), the supplemental cost provision means that:

> The Federal share of expenditures (is) limited to supplemental or additional staff, equipment, materials, and services not provided to other individuals in vocational education that are essential for handicapped and disadvantaged individuals to participate in vocational education. (Section 201, C1 and 2)

This statement accounts for the federal share of the service costs of handicapped and disadvantaged students in regular or mainstream vocational education programs. However, now the supplemental cost provision also applies to separate programs for handicapped and disadvantaged students, as was noted in the Act and reiterated in the final regulations for implementing this Act (Federal Register, August 16, 1985):

> If the conditions of disadvantaged and handicapped students require a separate program, each State may use these Federal funds only for the share of the costs of the services and activities in separate vocational education programs for disadvantaged and handicapped indivduals which exceed the average per-pupil expenditures for comparable regular vocational education services and activities of the eligible recipient (p. 33242).

If you have handicapped and disadvantaged students in both separate and mainstream programs in your district, then the federal supplemental cost provision applies to both arrangements. The basic operating costs of separate programs is now a local or state fiscal responsibility or both. For specific guidelines on applying the supplemental cost provision in your state, please contact the division of vocational education office in your state department of education or state board for vocational education.

Program Improvement Provisions

Part B of the basic state grant in the Perkins Act provides federal funds for program improvement, innovation, and expansion. Included in this part are activities which encourage increased coordination of services with related education and employment agencies which, in turn, enhances the quality of vocational education. As a result, existing equipment can be modernized, new curricula developed, and vocational student organizations formed. Several federally-fundable activities in the special needs are are listed here:

1) Placement services for students who have successfully completed vocational education programs, including special services for the handicapped and cooperative efforts with rehabilitation programs.

2) In-service and pre-service training designed to increase the competence of vocational education teachers, counselors, and administrators, including special emphasis on the integration of handicapped and disadvantaged students in regular courses of vocational education.

The placement service is an important part of implementing the transition service discussed in Section V. Furthermore, to successfully develop and implement many of the services described in this publication, external funds may be needed for providing in-service programs for vocational teachers, guidance and support services personnel, and administrators in your district. Keep in touch with your state division of vocational education to find out the state's priority areas under the Part B program improvement initiative and the procedures that will be used to distribute these funds.

Funding and Reporting Elements

The new supplemental cost provision will require local districts to account for the costs of additional services to handicapped and disadvantaged people. The system you implement in your district will be used to account for the costs of services, such as assessment services, specialized equipment, and materials and job placement services.

There are two additional funding and reporting items in the Perkins Act that need to be considered. First, the state's formula for allocating federal funds will include the number of disadvantaged and handicapped students served in vocational education programs based on the number of eligible recipients in the program year preceding the program year in which the allocation is made (Federal Register, Sections 401.95 and 401.96, August 16, 1985). You will need to supply the State Department of Education with annual enrollment data on the number of special needs youth and adults who participate in vocational education.

The second and related enrollment reporting item is the information collected at the federal level. Section 423 of the Perkins Act stipulates that specific enrollment data be collected by the U.S. Education Department:

> The Secretary shall assure that adequate information on the access to vocational education programs by handicapped secondary school students be included in the national vocational education data system. The survey shall include information with respect to total handicapped enrollment by program, by type of instructional setting, and by type of handicapping condition. (PL98-524, Oct. 19, 1984).

Although this information is required from the secondary level only and the federal mechanism for collecting the data has not been determined, the information is likely to be of interest to the State Department of Education, parent and advocacy organizations, and legislators.

Include the following basic information elements when you report the status of vocational education programming for special needs students in your district.

1. Annual total student enrollment data, by:

    a. the vocational education programs in which handicapped and disadvantaged students were enrolled;

    b. the type of instructional setting, which is a mainstream setting with non-special needs peers or a separate setting for special needs students only; and

c. the types of handicapped and disadvantaged students served in vocational education, by major categories of handicap and disadvantage.

2. The range and cost of special support services provided to special needs students in vocational education.

Since the specifics on program funding and reporting requirements are provided by your state board of education or vocational education, ask the state director of vocational education for guidance on the matter.

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